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contains suggestions on organizing play centers for the present-day needs, lists of hall and playground games, and other valuable information.

The value of play centers to the community as well as to the children need not be demonstrated. However, by calling attention to fresh methods the book makes a real contribution to the progress of a movement which is "fraught with the utmost possibilities for the benefit of the rising generation."

Principles of teaching.—There are two types of books which present discussions of the principles of teaching. One type states these principles in the briefest possible way and then fills up the major portion of the book with descriptions of special devices for presenting material, concrete lesson plans and outlines, and various other kinds of direct helps for the teacher. The other type of book attempts to determine the essential principles, state these clearly, and so emphasize them in the discussion that they shall become guiding factors for the teacher who makes an effort really to think them through. A book¹ of this latter type has recently been written by Professor Turner.

The author attempts to present in compact form the essential principles which a teacher would need to master in order to provide a background for answering the numerous detailed questions of method which continually arise. The general scope of the book is well stated in the following paragraph taken from the editor's introduction:

The author has for years been the director of a training school. His program of education and outline of principles are the result of thousands of recitations that he has observed. At the very outset he differentiates teaching from other forms of activity. He defines aims of public school teaching in terms of social needs; describes the origin, growth, and organization of subject-matter and shows its functional implications; explains clearly how the child is the chief determinant of method; applies the principles thus arrived at to ways of learning, acquisition of habits, the development of appreciation, means of imposing responsibility; outlines the character of stimuli involved in good teaching, and finally shows how these essentials of good teaching should actually be employed in the presentation of the various elementary-school subjects.

The book provides a brief but clear statement of the generally accepted principles of teaching. It will probably serve a more useful purpose as a handbook for teachers in service than as a textbook for a class in methods.

Nursery schools.—There is a growing belief that in many localities children between the ages of two and six years should be taken from their homes and, for at least a few hours each day, brought under institutional care. The purpose of such an institution is to see to it that the child starts life with as sound a body as it is possible for him to have. It is concerned but incidentally with the acquisition of formal knowledge, devoting itself chiefly to the discovery and correction of remediable physical defects and the

¹ EDWIN ARTHUR TURNER, *The Essentials of Good Teaching*. Boston: D. C. Heath & Co., 1920. Pp. xiii+271.